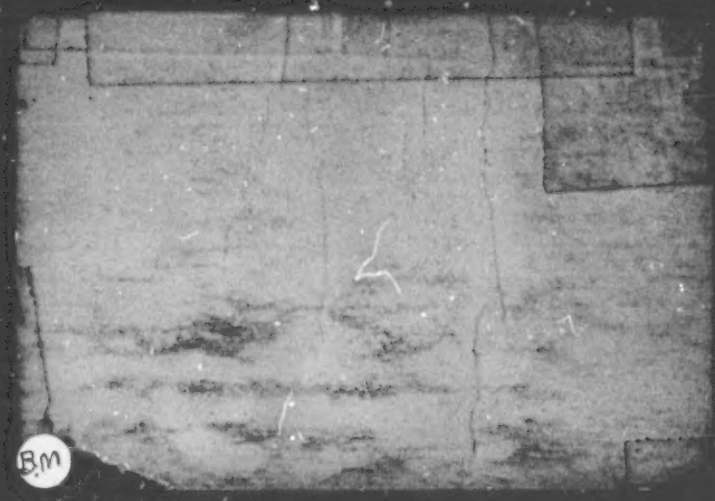

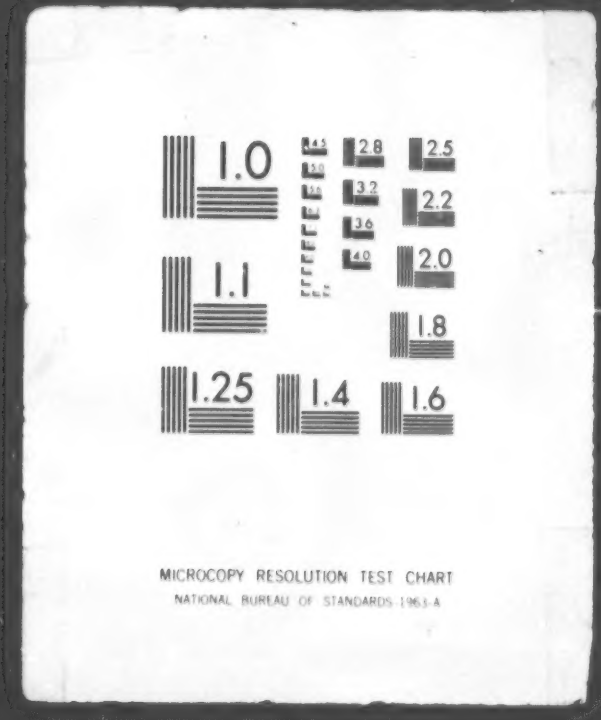
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DOCUMENT RESUME

ED 187 699 SP 016 127

AUTHOR Howe, Christine Z.
TITLE A Review of the Literature on Post Secondary Level Curriculum Development and Evaluation in Recreation and Leisure Studies.
PUB DATE Apr 80
NOTE 15p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (Detroit, MI, April 1980)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *College Curriculum; *Curriculum Development; Doctoral Programs; Educational Development; Higher Education; *Leisure Time; *Literature Reviews; Masters Programs; *Program Evaluation; *Recreation; Trend Analysis

ABSTRACT

This paper reports the results of a literature reviewed on models or approaches to curriculum development and evaluation used or are currently in use at the college level in recreation and leisure studies. Trends in this field are identified, analyzed, and summarized according to themes. Most of the data available in the literature were about master's degrees in therapeutic recreation. The need to disseminate further information about the development and evaluation of other options or areas of concentration is noted. (JD)

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ED187699

A Review of the Literature on Post Secondary Level Curriculum Development and Evaluation in Recreation and Leisure Studies

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SP 016 127

Paper presented at the annual meeting of the American Alliance of Health, Physical Education, Recreation and Dance, Detroit, Michigan, April 1980.

Abstract

A REVIEW OF THE LITERATURE ON POST SECONDARY LEVEL CURRICULUM DEVELOPMENT AND EVALUATION IN RECREATION AND LEISURE STUDIES

The purpose of this study was to review the literature on the development and evaluation of college curricula in recreation and leisure studies to determine what approaches or models have been embraced and are currently in use. An on-line search of the literature was made using reference words such as curriculum, development, evaluation, parks, recreation, leisure and higher education. The researcher also conducted a traditional library review to supplement the on-line search. A variety of published and unpublished documents were uncovered and subjected to content analysis. Trends in both the development and evaluation of college curricula in recreation and leisure studies were found. After the trends were identified, they were summarized according to themes. It was determined that the early work in post secondary level curricula was an offshoot of physical education. The most recent work followed the competency based orientation. This orientation may be indicative of the professional preparation philosophy that is flourishing on both the bachelor's and master's degree levels in recreation and leisure studies curricula today. Most of the data that were available in the literature were about master's degree programs in therapeutic recreation. Thus, there exists a need to disseminate further information about the development and evaluation of other options or areas of concentration. The era of accountability in higher education has arrived. Recreation educators must be aware of their past to more effectively plan for the future. Educators must also be able to systematically identify, support and justify precisely what they are doing. Otherwise, recreation educators will lose in the competition for declining resources.

A REVIEW OF THE LITERATURE ON POST SECONDARY LEVEL CURRICULUM DEVELOPMENT AND EVALUATION IN RECREATION AND LEISURE STUDIES

Introduction

The purpose of this paper is to report the results of a review of the literature on post secondary level curriculum development and evaluation in recreation and leisure studies. The review was conducted to determine what models or approaches to curriculum development and evaluation either have been used or are currently in use.

The Literature Search--The Process

A manual or off-line literature search for information about the development and evaluation of curricula in recreation, parks, leisure and therapeutic recreation was carried out between June of 1977 and August of 1978 at the University of Illinois at Urbana-Champaign. This manual review was followed by an on-line or computer assisted literature search that was done in April of 1979 (one year ago) at the University of Missouri-Columbia. A supplement to the April, 1979 on-line search has just been conducted through the on-line information retrieval services at San Jose State University. However, those citations were not available in time for this report. Thus, the results of the combined literature reviews are up to date as of April, 1979 as presented here.

The Literature Search Strategy

The reference or key words used for both of the literature searches reported in this paper included: curriculum, assessment, development, evaluation, recreation, parks, leisure, therapeutic recreation, higher education, college and university. In the preliminary, traditional manual library review using a card catalog, a number of books, journal and magazine articles and doctoral dissertations were found. This was what one might have expected to occur. However, it was through the on-line search that many more non-traditional or unpublished kinds of documents were discovered in addition to the books and periodicals.

The On-line Search

As in the manual search, the on-line search problem was described as "the devel-

opment and evaluation of programs and curricula in recreation, parks, leisure and therapeutic recreation in colleges and universities." Then the aforementioned reference terms or key words were listed. The on-line search librarian requested from the researcher names of two or three important authors or organizations concerned with the topic and two or three journals that covered the problem. Naturally, the preliminary manual search was a great aid in this. In light of this information and since the researcher desired a comprehensive search as opposed to a narrow one, several data-bases were included even though that raised the probability of retrieving a number of references that were not relevent to the topic. The data-bases that were searched included: ERIC, Dissertation Abstracts, Psych. Abstracts, Soc. Abstracts, the Social Science Index, NTIS, and PAIS. Each was searched as far back as it had been in existence. Through the combined efforts of both searches some four hundred citations were found. One quarter of them were deemed to be relevant by the researcher and approximately fifty documents of both a published and unpublished nature were reviewed.

Perhaps it was in part due to the fact that the growth in both the field of evaluation and professional preparation in recreation and leisure studies is relatively new, that much of the literature found existed as unpublished papers, mimeographed materials and "in-house" reports.

Why Look Back?

Through professional organizations such as NRPA and AAHPERD (more specifically) AALR, park and recreation educators are charging forward with task forces on accreditation, certification, licensing, competency examinations and so on. Because of this and the suggested proliferation of less than "quality" professional preparation programs in recreation and leisure studies it appears prudent to pause and examine our curricular past. This examination was done in terms of higher education in general and recreation and leisure studies programs in particular. First, some background information is highlighted.

Curriculum Development and Evaluation in Higher Education

Two kinds of analytic work appear in the literature of the curriculum field in general; 1) those that cover broad areas of content and time and 2) those that are highly specific to a particular subject matter (Mullen, 1976: 13). From 1890 until the 1930's, curricula in higher education were limited to the selection of subjects in either the practical (Utilitarian) arts or the classical study of religion, Greek, and Latin. People concerned with curriculum design debated about education for the masses versus the elite, faculty psychology, and the emerging "natural capacities of children" movement (Seguel, 1966). Until the 1930's, curriculum development in higher education was primarily treated in very general terms, as an interesting historical phenomenon. Textbooks on the history of higher education in America recounted the development of the classical curriculum, the influence of the German-style research university on the English-style undergraduate college of America, the rise of the elective system, the interdisciplinary plans of study movement, and the vocational preparation orientation (Mayhew & Ford, 1971: 6-61).

During that same time span, the only other published works were oriented towards the elementary or secondary education level. They were limited to specific subject matter or specific grade levels. Thus, the nature of the material on curriculum development was either fragmentary or so general that it provided little meaning for the concerned reader (Mullen, 1976: 23).

In the 1930's, a wave of "experiments" in higher education curricula began which emphasized student oriented programs. The cooperative-education program in which students combined work and study was given impetus through legislated recognition. Honors programs intended for the intellectually gifted were implemented. There were house plans or cluster college experiments which brought a limited number of students and faculty together to follow a common curriculum based on the desires of the group. Another curriculum form was the integrative course (i.e., the senior seminar). Colleges manipulated the academic calendar, opened alternative programs, and allowed specialization at early stages of undergraduate work (Mayhew & Ford, 1971:

3-12). This was attributed to the influence of John Dewey, the progressive education movement and the pragmatic approach to education. Dewey was also credited with generating the idea of modern curriculum construction, development, and revision (Mullen, 1976: 24-27).

The types of evaluation to which these curricular developments of the 1930's were subjected included only faculty self-study and/or judgement by professional peers (Dressel, 1976: 313-314). There was no specific literature on the development and evaluation of curricula within disciplines, departments or areas of study until the seminal work of Smith and Tyler in the late 1930's (Wardrop, Note 1). What did exist about higher education were simply accounts of the proliferation of the various "experimental curricula".

Curricula in the 1930's and 1940's began to become more student centered with less of an emphasis on the various disciplines. Tyler evaluated curricular outcomes by comparing them with curricular objectives. Then, perhaps as a part of the post World War II conservativism, Dewey's "progressivism" lost its impetus and the curricula returned to a discipline emphasis. The term "core curriculum" became fashionable. Social science action research appeared at that time as an additional approach to curriculum evaluation. After the launching of Sputnik by the Soviets in 1958, American curricula attempted to become more demanding and even more discipline centered. Evaluation grew more comprehensive and the use of psychological tests and measurement and statistical techniques became in vogue. By the middle 1960's and up to the present, the humanistic scholars gained in influence and at the very least are still debating about a holistic approach to curricula in higher education versus the subject matter segmented approach. Also since that time, curriculum evaluation has expanded in its methodologies, foci, etc. (Mullen, 1976).

Development and Evaluation of Curricular in Leisure--A Preliminary Review

By the 1930's, undergraduate curricula in leisure or recreation leadership had developed in a few colleges and universities. Degrees were frequently offered through departments of physical education. By the end of World War II there were a dozen colleges and universities offering a major in leisure and recreation. Other

institutions provided specialized training for park administrators, frequently in connection with department of forestry, conservation, or landscape architecture. Curricular growth occurred evenly until 1960, when sixty-four colleges and universities and two community colleges offered degrees in leisure and recreation. By the late 1960's a sudden interest in recreation by the general public in part resulted in an accelerated expansion of professional preparation programs (Kurtz, 1976: 30).

George E. Johnson, with the help of Joseph Lee, is credited for starting the first master's degree program in recreation leadership. The courses were offered at Harvard from 1915 until 1931 (Sapora, 1952: 194-197). By 1929, there were graduate programs in recreation at six institutions (Kim, 1955: 21). Throughout the 1930's and 1940's, there were a series of conferences in Minnesota and New York about curricula in recreation. A document entitled Report on the Third National Conference on the College Training of Recreation Leaders reflected the nature of the meetings of those decades. The participants determined that the curriculum should consist of theory courses, instruction in leisure time activities, and field experiences (New York University, 1941).

Consistant with the current pattern of national interest in curriculum reform, recreation educators began to seriously question their programs of study (Kurtz, 1976: 32-35). However, Kurtz (1976:41-42) reported that in 1976, "Literature on recent trends in professional preparation in leisure and recreation is very scarce. Only a few articles pointed out the need for curriculm revisions. Their recommendations were generally that improvements were necessary. However, concrete guideline for revised content and new curriculum approaches were not given." The findings reported in this paper are consistant with Kurtz's comments. It was in Dissertation Abstracts and ERIC that the researcher discovered materials specific to curriculum development and evaluation in recreation and leisure. These works, completed mostly in the 1970's, were about either the development and evaluation of a specific course (Anderson, 1976; Crogham, 1967), or a specific curriculum (Cipriano, 1974; Jordan, 1979; Kurtz, 1976; Howe, 1978; Martin, 1978; Odum, 1973; Watson, 1953; Whitcomb, 1976), mostly in thera-

peutic recreation. The predominance of therapeutic recreation professional preparation program data in the literature is no surprise when it is considered that external funds for curriculum development and evaluation have been restricted to that focus for the past decade.

In 1978 Thomas Stein (1978: 45-47) made a report on the state of recreation and park education in Canada and the United States. Although his survey addressed neither curriculum development nor evaluation, he did find continued moderate growth in the number of curricula offered at senior institutions and a decline at the community college level. He also expressed a concern about an over supply of manpower for leisure services as a career area.

Among those who wrote about the development and evaluation of specific curriculum (as stated before, usually in therapeutic recreation), the kinds of evaluation approaches used were basically Tylerian or objectives oriented: the comparison of predetermined student learning objectives with the actual outcome as measured by some criterion referenced type of test. There was only one author who used an illuminative or qualitative approach in which a curriculum was evaluated by providing a narrative that portrayed what exactly occured in the program (Howe, 1978). Because of the predominance of information in the literature about therapeutic recreation curricula, the remainder of this paper addresses therapeutic recreation (T.R.) to provide a deeper insight into the state of the art.

Development and Evaluation of Curricula in Therapeutic Recreation

In Suggestions for Recreation Curricula in Colleges and Universities, the same three areas (theory, leisure education and field practicum) were proposed (NRPA, 1954). Three years later, the American Association (now Alliance) for Health, Physical Education, Recreation and Dance (AAHPERD) held a conference in which it was first recommended that a core curriculum for graduate study in hospital recreation be developed (AAHPERD, 1957). By 1961, the term therapeutic recreation was being used to mean the provision of recreation and leisure services to the disabled (Comeback, Inc. 1961). In 1967, AAHPERD held a conference on graduate education which included

therapeutic recreation. There were the beginnings of the establishment of competencies at the graduate level for persons majoring in therapeutic recreation (Odum, 1973).

Sessoms (1970: 23-29) reported the results of a study that he conducted to determine the location and characteristics of people who had graduated with master's degrees in therapeutic recreation through the Recreation Training Program of the Rehabilitation Services Administration. The study was not an evaluation, but an examination of what the graduates of the program were doing one year later.

In an editorial that appeared in the Therapeutic Recreation Journal, the need for change in curricula was highlighted. Nesbitt (1970: 2) wrote that curriculum was the concern of all people in therapeutic recreation because the curriculum is a "profile of the profession" and reflects the knowledge and skills that are required of the practitioner. He cautioned that changes must not be made based on the "rhetoric of the moment." However, he did not offer any suggestions for instituting the change he advocated.

In the same issue, there was an article listing the various educational institution that had a therapeutic recreation program (Park & Hillman, 1970). There was also the call for the establishment of a "definitive" master's degree program of study for all therapeutic recreation curricula (Lindley, 1970). In addition to this, there was a survey of whom, among faculty members was teaching therapeutic recreation courses, how many students were enrolled in the courses, and where the programs were adminstratively housed. It was not among the purposes of the survey to determine the quality of the curricula, although the need for such information was expressed (Stein, 1970). Thus, it is seen, even in T.R., that there is little information available on the processes of curriculum development and evaluation in the literature.

The Competency Orientation

The writers in the field of recreation and leisure, in general, and the therapeutic recreation specialty, in particular, expressed from the very beginning a focus and philosophy that was dominated by professional preparation--curricula built around the

knowledge and skills of the practitioner. While the competency orientation was present from the inception of the field, the popular use of the term competency-based education (CBE) did not occur until the late 1960's.

By 1973, AAHPERD published guidelines for the professional preparation of students in recreation and physical education. Competencies for therapeutic recreation students were included. In 1976, the National Recreation and Park Association (NRPA) conducted its first accreditation of a program (Shapiro, 1977: 29-31). Work began in 1977 regarding standards for the accreditation of therapeutic recreation curricula within recreation and leisure programs (Peterson, Note 2). This work has continued along with additional surveys (Anderson, 1979; Peterson, 1978) about therapeutic recreation educational programs.

Work more specific to therapeutic recreation curriculum development was done by Odum. She suggested a curricular for the design and development of undergraduate core curricula in therapeutic recreation (Odum, 1973). Kurtz (1976) presented a model for the development of generic professional core courses for the competency oriented undergraduate curriculum in recreation at Michigan State University.

On the master's degree level, Peterson (1974: 129-130) developed a systems approach model which she applied to the development of a master's degree curriculum in recreation and physical education for the handicapped at Michigan State University. She was also among the first to express the need for the systematic evaluation of professional preparation programs in therapeutic recreation.

Thus, it is easy to see that in summary curriculum development in leisure and recreation appeared to follow the thrust of professional preparation in general until the 1960's when a movement in curriculum development that became popular and was embraced by several therapeutic recreation educators was established. The movement was competency-based education. Competency-based education had its roots in experimentalism (Burns & Klingstedt, 1972). Most CBE programs in higher education were not <u>purely</u> CBE. Instead, they were competency <u>oriented</u>. The curricula were based on demonstrated competencies for example, but were not self-paced as a

pure CBE program would demand.

Other Areas of Concentration

What about other options or areas of concentration in recreation and leisure studies and their development and evaluation? Well, any published literature is virtually nonexistent. The era of accountability in higher education has arrived. Recreation educators as a group must be aware of their past to more effectively and efficiently plan for the future. Educators must also be able to systematically identify, support and justify precisely what they are doing. Unfortunately, it appears as though only therapeutic recreation educators are doing this and getting it into the literature. If recreation educators continue to fail to do this, they will be the losers in the competition for declining resources.

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